DOCUMENT RESUME

ED 215 098 CE 031 717

AUTHOR Gould, Catherine; Thompson, Stephen
TITLE Preparing Maine's Youth for the World of Work.
INSTITUTION North East Educational Consortium, ME.
SPONS AGENCY Maine State Dept. of Educational and Cultural Services, Augusta.; Maine State Employment and Training Council, Augusta.
PUB DATE Oct 81
NOTE 25p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Career Education; Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Education Work Relationship; Federal Programs; *Information Dissemination; Institutional Cooperation; Job Training; Occupational Information; Program Improvement; Resource Centers; Secondary Education; Shared Services; *Statewide Planning; Youth
IDENTIFIERS *Comprehensive Employment and Training Act; *Linkage; Maine

ABSTRACT

A joint project in Maine was conducted to improve Comprehensive Employment and Training Act (CETA)/school collaboration in the delivery of career education services to students in grades 7-12. Following a needs assessment and successful application for a funding grant, participating agencies formed local CETA/career education linkage teams which were responsible for program planning and implementation. Each school system carried out the following programs: (1) development and implementation of a comprehensive career education curriculum for K-12; (2) implementation of five experimental career education programs; (3) establishment of a career education resource center; and (4) delivering career and occupational information. In addition, state-level subcontracts were let to contractors who completed a series of career education conferences and workshops throughout the state; performed a programmatic assessment of career education in Maine; published the Career Education Management Activity Guide; established a work education resource center; and published Maine's Work/Education Quarterly. As a result of the project, eight recommendations were made for increased funding for career education and increased linkages between the schools' career education programs and CETA agencies. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED215098

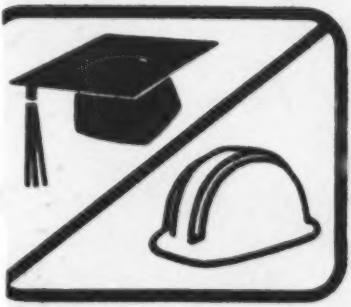
Preparing Maine's Youth for The World of Work

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Stephen D Thompson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)



FINAL REPORT – RESULTS/CONCLUSIONS
of the CETA/Career Education Linkage Grant

Prepared for

The Honorable Joseph E. Brennan
Governor, State of Maine

October, 1981

CE031717

This report was developed by the North East Educational Consortium under a contract from the Department of Educational and Cultural Services. Comments and recommendations do not necessarily reflect the views of the Department.

This activity was funded by the Governor's Discretionary CETA Funds administered by the State Employment and Training Council.

Further information regarding the CETA/Career Education Linkage project can be obtained through the State Office of Career Education, State House Station 23, Augusta, Maine 04333 -- Tel. (207) 289-2033.

Grant Administrator: Stephen D. Thompson, Career Education Consultant.

Contract Consultants: Andrew Seager; Sue Loomis.

Authors: Catherine Gould
Stephen Thompson

TABLE of CONTENTS

Page	*Section*
1	I. Introduction
3	II. Project Activites:
3	A. School Programs
7	B. Statewide Activites
17	III. Conclusions and Recommendations

I. INTRODUCTION

This is the concluding report of a joint effort between the Maine Department of Educational and Cultural Services and the Maine State Employment and Training Council. This project was contracted in order to improve CETA/School collaboration in the delivery of career education services to school age youth in grades seven through twelve.

A needs assessment was administered to parents, educators and students in eighteen communities throughout the state which indicated that the majority of respondents from each of the categories considered that there was a need for improved career education for youth preparing to make the transition from school to the adult world. The outcome of this assessment resulted in the CETA/Career Education Linkage Project which was designed to:

1. Create or improve linkages between CETA prime sponsors and local education agencies;
2. Assist, and then assess, the capacity of local education agencies to deliver comprehensive career education in grades 7 through 12; and
3. Disseminate career education concepts and practices to educators and members of the broader community.

In June of 1980, twelve local education agencies were selected to participate in the CETA/Career Education Linkage Project. Each school system received a total of $4,500 to support local programming, training, and career information resources. Participating agencies formed local CETA/Career Education Linkage Teams which were responsible for program planning and implementation. Each school system was responsible for:

1. Developing and implementing a comprehensive career education plan, K-12;
2. Implementing five experimental career education programs;
3. Establishing a Career Education Resource Center; and
4. Delivering Career and Occupational information.

In addition, state level subcontracts were let. These provided for:

1. A programmatic assessment of career education;
2. Creation of the Work Education Resource Center;
3. The writing of a Career Education Management Activity Guide;
4. Compiling and printing the Work Education Quarterly; and
5. A series of conferences involving school counselors, community members and state department consultants.

The remainder of this report addresses these goals and through narrative writing, describes activities, results, and makes recommendations for state leadership activities, policy concerns, and activities for implementation by education agencies.

II. PROJECT ACTIVITIES

A. SCHOOL PROGRAMS

The following is a short review of the most promising practices adopted by schools as part of this project. The efforts and success of different schools in implementing their individual contracts varied. This is not intended as a summary evaluation of school systems as that information is included in individual end of year evaluation reports. The aim is rather to give a brief overview of some of the more successful innovations: those which some schools used successfully. They are programs which deserve further attention and possibly further dissemination through means beyond the scope of this project.

CAREER RESOURCE CENTERS:

The grant provided a set of career education materials worth $300 to each participating site to serve as a basis for a career resource center. These materials contained information on career development, career decision-making, and bias and stereotyping. Some sites used a portion of the grant money to install and maintain the Career Information Delivery System, to purchase more career and occupational information and to pay a coordinator's stipend.

These resource centers, primarily housed in sections of the school library or the guidance office, provided a good opportunity for the organized circulation of Career Education information for teachers and students. Some of these resource centers have been used by members in the community who needed help in changing jobs, career decision-making, or searching for educational opportunities. The centers have been used well and have increased the visibility of career education in the schools.

CAREER INFORMATION DELIVERY SYSTEM (CIDS):

CIDS is a successfully implemented computer-based career guidance service. This comprehensive career and occupational information system is designed to meet the data needs of manpower program officials, educators and individuals involved in career decision-making or job search activities, particularly students and unemployed youth. The expansive information

files contain occupational, educational training, and financial aid information on a national, state and local basis.

Schools which have installed CIDS into their system have indicated that it has been the most significant addition to the school system in many years. Although the number of students and teachers using the system varies, it represents a positive change in the emphasis of the importance of Career Education in the school curriculum. At Limestone High School, all students and teachers in the school have had the opportunity to use the system through the guidance program. In addition, the director of guidance invited members of the local business organization to demonstrate its possibilities and offer it for use by any of the members. The availability of the computer and the amount of information it can offer to students and adults has in itself indicated to the schools and the community members that the concern for youth in transition is being addressed.

COMMUNITY BASED LEARNING (CBL):

This unique process of learning provides an opportunity for students in the traditional school structure to spend a significant portion of their time on learning projects in the community. Learning activities are tailored to individual student needs, abilities, learning styles and goals. Students are carefully guided by both the classroom teacher and adults in laboratories, offices, factories, hospitals, courtrooms and many other sites in their community. Learning Coordinators help students plan their independent projects based on individualized objectives and activities. Academic credit is awarded when objectives are achieved and progress is demonstrated.

Through this grant, CBL training was offered to all participants and the positive reaction to training indicates teachers are willing to change their role as teacher to that of a facilitator and begin to guide students through career development while improving basic skills and life skills. Schools which have implemented CBL into their system have indicated success in motivating teachers, students and community members to allow students to become responsible for their own learning. In South Hiram, the Wood Harvesting Project demonstrates some of the CBL concepts in an innovative way. This project takes students

through the entire wood harvesting process from tree to finished product. Students split and sold wood they produced to pay for expenses they incurred. Students received academic credit for this learning project as well as information on such a career, improved basic skills, and experienced opportunities to improve their communication skills and other important life skills.

GUIDED CAREER EXPLORATION COURSE (GCE):

This professionally developed program or course is based on Donald Super's theory of career development. The program guides students through a career decision-making process wherein students learn to make tentative career choices as they relate to personal skills and interests. This program was successfully adopted and implemented in a majority of the sites at either the ninth or tenth grade level. The course provides a much needed opportunity for students to begin to seriously think about and take active steps in planning their future.

Various career development courses similar to GCE have been infused into the early years of the high school curriculum and some systems have made such a course a requirement for every student. These courses have been successful in aiding students through career exploration and exposing them to the world of work both of which help students with choices of courses to take in their junior and senior years to better prepare them for the adult world and all its options. These programs are easily integrated into the traditional structure of the schools and this factor is probably the primary reason for success. Indeed, the courses are necessary for students to learn how to become more careful in making responsible decisions.

PEER FACILITATION:

In Career Education, peer facilitation is a process whereby trained students function in the role as helper or aid to other students. These students, in some cases, may be the first line of assistance provided to peers. The program can be utilized in our schools to further the impact which a limited counseling staff may have upon the client population. Many of the repetitive tasks of a counselor's job may be assigned to a peer helper.

In order to adopt a peer model in the schools, the need

for helpers must be defined, the role and responsibilities must be delineated and then students can be selected for training. The model works well at Sacopee Valley High School in South Hiram in the form of a Guidance Aid Program. These students were trained and function as monitors of the Maine Job Bank and also these students keep track of summer job opportunities. They demonstrate career education materials to teachers and students, and assist students in the Career Resource Room. The most common use of peer facilitators is to assist students and staff in the proper use of CIDS.

The model not only removes a great deal of work from the professional staff's load, but more importantly provides an opportunity for students to work in a leadership capacity which improves their communication skills, their maturity level and ultimately eases their transition from school to the adult world.

Although full training to students and supportive training for staff was available, very few schools took advantage of this opportunity. We see the major deterrent being that the program demands a major change in the mind set of the professional staff. A great time commitment, and an attitude which would allow a change in the routines of operation may also have caused reticence in adoption of the program. Because so few schools implemented the model, it indicates that more information needs to be communicated to the professional staff with regard to its advantages. Once the staff has committed themselves to this concept of allowing students the privilege of taking on adult responsibilities, the model will be a great asset to our public schools which should be determined to address students' needs in making the transition from school to the adult world.

LINKAGES BETWEEN CETA PRIME SPONSORS AND PROJECT L.E.A.s

One of the aims of the project was to improve local education agency/CETA cooperation. The specific ways in which this would be achieved were not spelled out in the project, and so this activity required local initiative.

Cooperation already exists between the two parties. CETA prime sponsors already have agreements with many schools in

Maine which allow them access to students and to their records. Prime sponsors, in their turn, provide job counseling for eligible students and also part-time employment to encourage students to remain in school. It was hoped that services to youth could be expanded through greater sharing of resources. As the level of cooperation between the two agencies did not increase significantly at the majority of sites in the project, and as this was a major goal, the issue deserves some attention.

A survey of project LEAs to determine where CETA prime sponsor involvement significantly enhanced the activities of the project indicates that this was primarily the case where the local educational agency was part of a regional agreement with CETA to provide cooperative services. This included the site within the service area of the Cumberland County career education project and South Hiram, which is part of the COPE project. To a lesser extent, project sites in Aroostook County schools also received CETA services beyond those normally offered to schools in Maine because they were part of a regional network.

The only exception to this general rule were those sites covered by the Oxford County CETA program. In this case case CETA staff participated in the majority of the training made available to LEA project staff, and became much more closely identified with and knowledgeable about, the project than CETA staff elsewhere in Maine.

B. STATEWIDE ACTIVITIES

In addition to school based activities, the State Office of Career Education, through three subcontractors, completed the following activities:

1. A series of career education conferences and workshops throughout the state;
2. A programmatic assessment of career education in Maine;
3. The publication of the Career Education Management Activity Guide;
4. The establishment of the Work Education Resource Center; and

5. The publication of Maine's Work/Education Quarterly.

Section B of this report describes activities relating to the aforementioned areas.

CONFERENCES AND WORKSHOPS:

One series of activities which was contracted to the North-East Educational Consortium under the grant was to run workshops throughout the state for predetermined audiences. The broad aims of these were twofold. The first was to disseminate information about career education as it relates to secondary school youth being prepared to leave public school for either further education or direct employment. The second was to elicit from participants information about their concerns regarding public education in Maine as it related to the same topic, their perceptions of the problems which public education currently faces, and their suggestions as to how these issues might be faced.

Three different sets of workshops were offered. Five were offered in communities with school systems which had established career education programs under the grant. The audience consisted of educators from the school system and invited members from the communities from which the school system drew its students. The principal objective of each workshop was to engender discussion between school and community on local concerns and local career education initiatives. Communities were selected primarily on the basis of the interest career education project staff showed in entering into this type of discussion.

A second series consisted of five regional conferences to which guidance counselors and CETA youth workers throughout the state were invited. Four of these were offered in cooperation with the Maine Personnel and Guidance Association, the fifth with the Penobscot Consortium Training and Employment Agency. Participants were asked to express the issues which they thought should be faced by youth as they prepared for the transition from high school, and they were provided with specific information about programs which they might use in their own school systems to educate youth to cope with those issues. They were offered overviews of Community

Based Learning, Peer Facilitation, the Career Information Delivery System and Guided Career Exploration as well as information about ways in which CETA agencies were working with high school youth.

A final set of three workshops was offered at the state level to introduce state leaders of different agencies and organizations to the same issues and to solicit their concerns and recommendations for action. Those invited included selected superintendents and principals from the educational community, school board representatives, members of local chambers of commerce and representatives of statewide associations from the business community, representatives of volunteer organizations, and members of the Department of Educational and Cultural Services and other governmental organizations.

Models were developed for each of the above. The specifics of each and the details of the information gained from each are reported elsewhere. What follows is a synthesis of the information gained from participants and a distillation of the impressions of the workshop organizers from the nature of the discussion and participation in each as they relate to potential statewide and local educational policy decisions. The first set stems from the community/school conferences.

- Attendance at, and the nature of participation in, both community and state level workshops by members of the public indicates a significant interest in serious discussion of the issues facing public school education.

  Wherever there have been community members involved in this series of workshops, they have participated eagerly once they were given the forum and were encouraged to do so. They were willing to listen to presentations on career education, energetically discuss them and offer suggestions for new programs or modifications of old ones. They evinced a sincere interest in assisting schools with improving and expanding the services they offered students making the transition from youth to adulthood. The discussion tended to be open, honest and positive, even though there were a number of practices and policies that they wanted to see changed.

- Private citizens are willing to commit themselves to working directly with students on specific projects or in ways that expand the opportunities that are currently offered to students, but have a number of suggestions on the assistance that they need to do this.

  Throughout the discussions participants suggested ways in which the community in general or they in particular could become involved in school programs. They showed interest either in participating directly in the classroom or in having students learn from them at their work sites. They showed a significant interest in being trained to function in these roles, and suggested that schools should consider providing training and feedback to those who did assist them.

- There is a naivete about the educational process amongst most community members who are not professional educators, and they have little understanding of current educational theory and the practice on which it is based.

  The workshops held throughout the state did not allow for education of the participants as no more than one was held at any one site. The processes used to elicit concerns, and the short duration of each workshop also militated against more than superficial discussion of the issues which were raised. Even taking these considerations into account, the nature of the discussion showed that participants tended to think of the educational process merely in terms of their own public school experiences as students. Many of the recommendations coming from small groups showed that those who made them had little experience with thinking through to their implications.

- Community members tended to express the same observation about teachers in their community as they interfaced with business. They suggested that the schools should do something to remedy the situation.

In several community conferences the participants stated that they thought that teachers should spend time outside their schools in businesses learning what students needed to know when they left school, learning the job hunting process which they faced, and learning about the conditions under which they would be likely to be working. Several community members also stated that they should be brought into classrooms and be allowed to express the same message to students directly.

The concerns of guidance counselors in the conferences in which they participated were common throughout the state, with the exception of Washington County. In the latter county participants were overwhelmingly concerned with the isolation of the county from areas of economic growth and with a largely negative youth subculture which they considered detrimental to their efforts to provide them with career education services. The specific observations that can be made are:

- Guidance counselors agreed that it is crucial to provide youth with transition services necessary to make the change from being students to full members of the adult world.

  At each of the sessions guidance counselors were presented with relevant conclusions of the report of the 1980 Carnegie Commission and of the President's Commission on Youth, and they overwhelmingly concurred that these were relevant to their situations in Maine.

- Guidance counselors throughout the state indicated that the career education programs about which they were given overviews were relevant to their needs.

  Evaluations of the workshops indicated that participants considered that one or more of the programs which they had heard presentations of did address some of the primary concerns which they expressed during the conference they attended. This project has no means of gauging their subsequent attempts to implement any of them.

SPECIFIC ISSUES AND CONCERNS RAISED AT WORKSHOPS:

The following consists of a short description of the primary concerns expressed by participants in each of the series of workshops. As has already been mentioned, there were few regional differences in the major points of discussion, although there were differences between the nature and content of discussion at the three types of conference, and particularly in the relative importance ascribed to broad categories of issues. They are dealt with in these categories for ease of discussion. In each case, they are listed in order of the relative importance given to them across the state.

Community Mini-Conferences

1. **Basic Skills.** These were ranked as the most important concern of the participants in community conferences. Given the current national publicity and emphasis upon basic skills it is not surprising that reading, writing and arithmetic were listed as the skills which schools should address first. What was surprising was that there was relatively little discussion of the topic, and one workshop did not give this issue a high ranking. In every case, there was mention of the fact that youth should leave high school equipped with the basic skills, and that these could be improved upon. Yet there was no feeling that these should be concentrated upon to the exclusion of other issues.
2. **Personal Values.** Both community members and educators at community conferences spent considerable time discussing a number of issues which can be classified under this general topic. Community members were concerned that recent graduates did not have the motivation or initiative to work without full supervision. They considered that schools should deal with these matters and teach them, as well as increasing students' self awareness, self-esteem and improving their attitude towards the work they did.
3. **Education of Youth to Career and Work Opportunities.** Community members expressed the wish that students should be provided with sets of skills that would make them more directly employable. This involved, they

suggested, relating academic learning directly to practical skills and providing youth with exposure to the way in which those skills might be used on jobs by allowing them time to visit job sites. Secondly, they expressed the concern that students should be exposed to the job market before they left school so that they understood the requirements and opportunities of that market, and could relate those to their own academic learning. They also considered this a method of galvanizing youth into planning their own careers.

4. **Training in Life Skills.** Schools, said participants, must improve the ability of their students to solve problems and make decisions. These skills were discussed as part of a set which included attitude and ability to take initiative on the job site, which were crucial for students making the transition to becoming successful workers or participants in the business community. Another concern which was rated important was health. All youth should learn the basics of keeping themselves healthy through diet and exercise.
5. **Improvement of Contact Between the Community and Its Schools.** In every workshop there were a series of suggestions about ways in which contacts between the community and their schools could be improved, and it was suggested that this should become a goal of the schools. The suggestions were predominantly about ways in which the community might become directly involved in instructional programs, both for themselves and to assist with educating youth, but included suggestions as to how interested community members might have more direct participation in the running of their schools.

Regional Guidance and CETA Conferences

1. **Career and Job Education.** The majority of guidance counselors and CETA youth workers participating in the five regional conferences rated this as the most important issue which they and the youth with whom they dealt had to face. They were concerned that youth should be able to recognize their saleable skills and that they should have realistic expectations of the

opportunities open to them when they leave school. They should also know how to look for a job and what the limitations of the local job market are.

2. **Education in Personal Values.** Participants considered that youth need more assistance in developing confidence and self awareness. Students, they said, need to be pressed to take more responsibility for their own actions. They were concerned about the level of motivation of their students for both academic learning and job procurement, and also about their attitudes to others around them.
3. **Training in Life Skills.** Students should be taught better goal setting, decision-making, and personal problem solving skills. They need to learn how to plan better, and they also need to learn how to learn.
4. **Basic Skills.** The regional conferences were primarily attended by guidance counselors, and therefore it is not surprising that basic skills were given a lower rating by them than by those at community conferences. One issue which was included in the basic skills at these conferences and which deserves mention was communication skills. Oral communication, they said, is used by all workers, and should be emphasized in school.

Statewide Mini-Conferences

1. **Linkages Between School and Community.** At a state level the issue of school/community linkages was discussed as a broader problem than a series of specific issues. Participants mentioned the impact on education of the mass media and social change such as the rapid increase in one-parent families. It was suggested that in this context youth need planned contact with adults to enable them to define themselves in relation to the adult world as they grow up. They considered that schools should face these issues, and that if they decide to address them through career education, must educate the community to their objectives when they implement it. Community forums which promoted discussion of these issues were suggested by one of the conferences.
2. **Personal Values.** Participants expressed the concern

that students exhibit a lack of direction and sense of identity, and also tend to be irresponsible. They emphasized that teachers must recognize and act upon the fact that they are primary adult role models to the youth in their schools.

3. **Life Skills.** Participants in these workshops also emphasized decision-making as a skill which youth need to be trained in. Students, they said, should be taught to work cooperatively as members of a group rather than just individually, and that schools must teach for transfer and application of the academic skills on which they ground their instruction.
4. **Education in Career and Work Planning.** Students, said participants, should know what career alternatives are available to them when they leave school. These alternatives might include courses in entreprenurial skills which recognize the extent of small businesses as a source of employment in rural Maine, and should include integration of classroom learning with business and industry. Education in this field should also include life planning as well as more specific career planning.
5. **Long Term Policy and Training Issues.** The Department of Educational and Cultural Services has no formal policy or local financial commitment to career education. The Department and state university must develop some policy and sense of internal focus in this field so that they can continue to provide leadership to school systems in the state. Participants wanted this leadership, and recognized that it would have an impact on teacher training as well as ongoing professional development activities throughout the state if the policy was to be implemented. Participants also suggested that forums such as the one in which they were participating should be encouraged at a regional and local level, and that the state should take leadership in promoting them.

THE WORK EDUCATION QUARTERLY:

The firm of Deis, Fels, and Wherren provided the staffing

and technical support for the development of the Work Education Quarterly. The Quarterly has been designed to provide educators, labor exchange specialists, and members of the broader community with state of the art articles on what is happening in career education and related fields. The response to the publication has been very favorable and the publication will be continued through joint funding by the State Office of Career Education and the Maine Occupational Information Coordinating Committee. Circualtion approximates 3,000 readers.

THE WORK EDUCATION RESOURCE CENTER:

The Work Education Resource Center is a collection of career education materials to support career education activities within school, manpower, human services, and correctional institutions. Materials are catalogued according to the eight elements of career education in order to assist users with programmatic guidance in use of the materials. The Center was used more readily by the small school systems in the program due to the inavailability of past resources for the establishment of local career education resource centers. During the school year, center resources were also made available to human services agencies and CETA Prime Sponsors. Plans for 1982 include moving the resource center to the executive offices of the Maine Occupational Information Coordinating Committee to establish a joint resource center and training facility.

THE PROGRAMMATIC ASSESSMENT OF CAREER EDUCATION:

During 1981, the State Office of Career Education conducted a programmatic assessment of career education and career guidance activities within the State of Maine. Approximately 80 schools responded to the survey. Briefly, the survey indicated that many of the schools addressed career education concerns, but not through consistent, well planned initiatives. Exceptions were found when local education agencies were influenced by projects funded through federal programs such as the Career Education Incentive Act State Allotment Program. Furthermore, the quality of services and total impact of services on the total school population was not addressed in the survey. During the 1982 school year, the State Office of Career Education will conduct follow-up activities with schools that participated in the survey.

III. CONCLUSIONS AND RECOMMENDATIONS

1. Participants in workshops and conferences throughout Maine showed an interest in, and concern for, many of the primary thrusts of career education. The majority of those school systems who have participated in projects under this contract have found those efforts well received by staff and students alike, and all the schools involved have committed local resources to the implementation of career education programs in their schools. In addition, the Programmatic Assessment of Career Education conducted by the Department of Educational and Cultural Services indicates that many schools not connected with this project have independently adopted elements of career education programs.

   Despite this local interest, there is uncertainty about the official position of the Department of Educational and Cultural Services on career education and about the future of financial support for it because of the federal cuts in expenditure for the Departments of Education and Labor. At the local level this creates a concern that the focus upon career education and the energy expended upon it will be needlessly dissipated for lack of leadership. We therefore recommend that:

   - *The Department of Educational and Cultural Services place a higher priority on career education resulting in the adoption of policy which defines and supports career education implementation in Maine. In addition the Department should seek appropriate resources to pursue its policy.*

2. One of the purposes of this project was to increase program services to youth through linked school system and CETA activities. As explained elsewhere, this aspect of the program was not singularly successful except in those locations where county or regional organizations were established with this express purpose. The outcome was that where a regional program was not developed, the quality of contacts between individual high schools and

CETA organizations appeared to depend largely upon the personalities of the CETA staff person who visited the schools and of the principal or guidance staff at that site. CETA was established and became institutionalized before the aims of creating the linkage expressed in this project were strongly stated, and it is just not practical to expect CETA to establish special projects with every school in the state. Neither is it realistic for CETA to assume that explanation of their programs to schools will be all that is required to overcome the differences in mission between CETA prime sponsors and local school systems.

Although we do not wish to downplay the importance of local contacts, experience indicates that if CETA and local school organizations are to improve the partnership of providing our youth with career planning and job hunting skills, they must establish organizations which bridge the institutional gap between them. We therefore recommend that:

- *CETA Prime Sponsors should support and cooperatively fund the creation of county or other regional organizations based upon existing models such as the Cumberland County one, which will improve the linkage between them and local school systems.*

3. There is significant community interest in participation in discussion of the issues which currently face their school systems. In the past, schools have been able to depend upon the fact that the majority of voters had children in school and so were *de facto* likely to support funding for education. This is no longer the case. Given these factors it appears necessary to engage the wider community in discussion about and participation in education to prevent its alienation from the schools. A model for initiating this discussion was developed as part of this project and could be expanded upon. Numerous ideas and programs are available for increasing the community's participation in educating youth. The initiatives taken in this field need support however, and we therefore recommend that:

- *The Department of Educational and Cultural Ser-*

vices, and school systems throughout Maine should take steps to involve the wider community in the educational process.

4. Although community members were enthusiastic when they were asked to express the concerns about public school education in their communities and to suggest ways in which these issues might be remedied, the majority of their suggestions and discussion appeared to be based upon their own school experiences. Although this experiential data is important in any discussion, the plans for action which stem from it are unlikely to adequately incorporate modern research in educational theory or current social and economic factors which educators must take into account in sound planning. There has apparently been inadequate education of the broader community about much more than test results and discipline problems in the mass media, and this information makes for a distorted perspective on public schools in Maine. We therefore recommend that:

   - *State organizations, and the Department of Educational and Cultural Services in particular, together with local school systems, should integrate education of the community with current educational theory and practice into their plans to further integrate school and community.*

5. Information collected through this project indicates that many schools in Maine are implementing career education activities and modifying their guidance services so that these begin to serve those who are going directly to work from school rather than pursuing further education. Much of the activity that does exist is not part of a planned whole, and often does not serve the total school population. If youth need assistance in making the transition from high school to the world of work, all youth need that assistance, and we therefore recommend that:

   - *The State Board of Education adopt a position which requires all school systems to adopt and*

implement a policy for providing all students with life and career planning skills.

6. A major aspect of the CETA/Career Education Linkage Program was the delivery of career and occupational information to students thus enabling students to make better and more informed educational and career decisions. Six participating schools purchased computer terminals and used funds from the grant to access Maine's Career Information Delivery System. The six remaining schools, five due to technical constraints, purchased traditional career education resources to establish Career Information Resource Centers. Throughout the school year, it was very apparent that the majority of schools with the CIDS service were able to generate far more enthusiasm for career education programming, and therefore served more students. Realizing the potential benefit of the Career Information Delivery System to students, we therefore recommend that:

   - *The Maine Legislature and State Agencies through the aegis of the Maine Occupational Information Coordinating Committee provide funds and support to the CIDS program which would make the CIDS available to all citizens in the State of Maine.*

7. One of the reasons why there are inadequately planned programs for career and life planning in local school systems is that many of the staff in those schools exhibit indaequate planning skills. The need for quality professional education for the key people in schools has been recognized through the annual Principal's Academy. Administrative and leadership skills should extend beyond this level however, and recent research such as the Beginning Teacher Evaluation Study sponsored by the National Institute of Education indicates that management skills can significantly improve learning in the classroom. The potential impact which planning skills might have on students if teachers modeled them has been recognized by the Pulp and Paper Foundation at U.M.O. in its pilot project to provide school staff with such skills.

It is important that planning skills are not just imparted as something necessary for career education. Improved educational planning for the whole curriculum, into which career education is an integrated part would be the preferred solution, and we therefore recommend that:

- *The Department of Educational and Cultural Services and the State University system should offer professional development progams in planning and management skills for administrators, counselors and teachers.*

8. Any series of activities such as those contained in the above recommendations are only likely to be maintained in a recognizeable form as long as projects for their implementation continue unless they are consciously institutionalized. In addition, some of the recommendations for action in this report require public schools to consider redefining their role and the role of community members in educating youth. The experience gained from this project is that, with a few exceptions, those innovations which were most frequently adopted were those which most easily fitted into a 'course' format. This is to be expected, but indicates that professional education is needed to assist educators to challenge the structure within which they work and incorporate new elements into their curriculums. It probably also requires some experiential education in order to provide practice in the application of new concepts which require new behavior. With these factors in mind we recommend that:

   - *Schools of education in Maine integrate training in career education and life planning into their curriculums, and that they consider doing so in ways which require those enrolled in teacher education to use, as well as learn, the information they gain.*